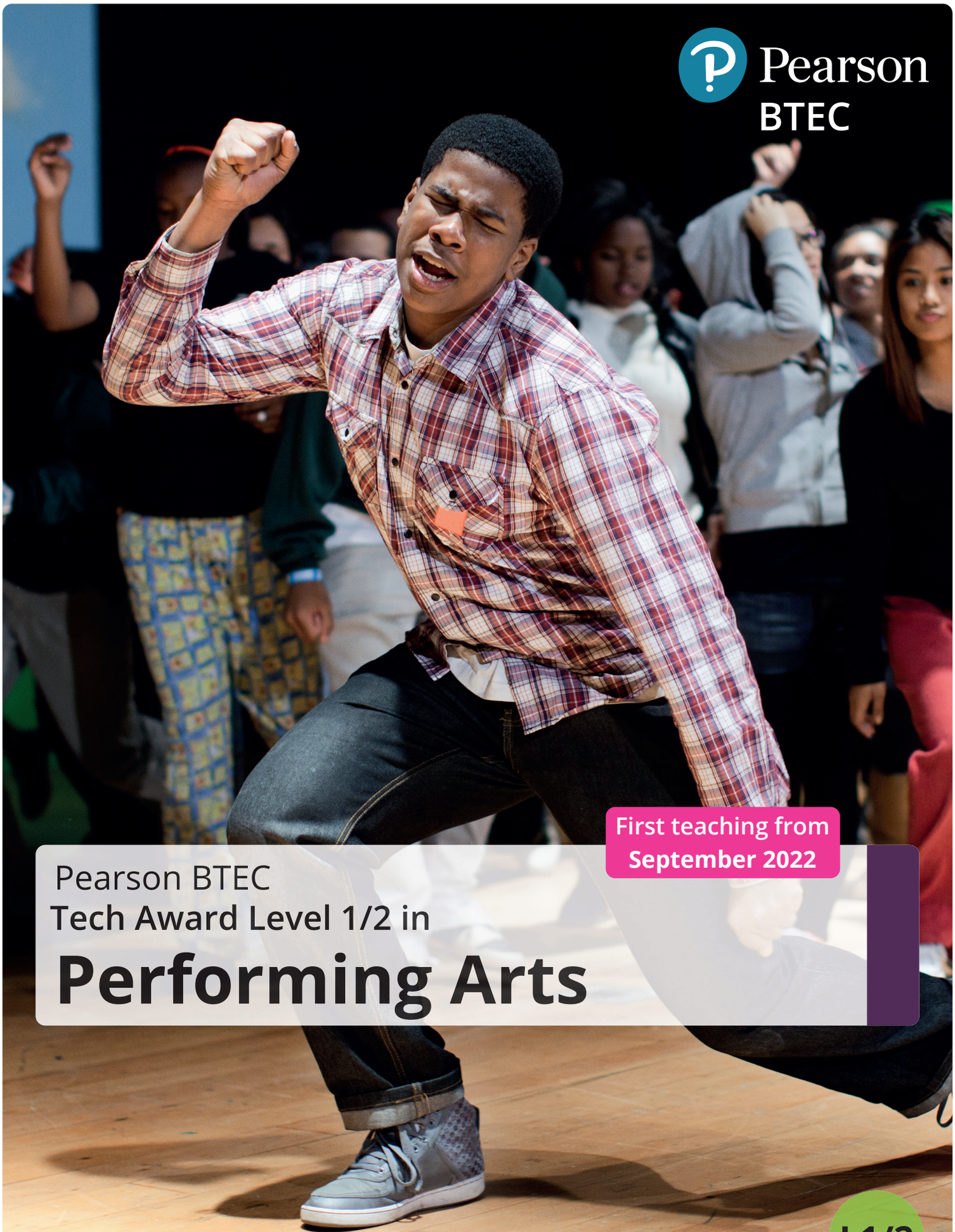

Pearson
BTEC

First teaching from
September 2022

Pearson BTEC
Tech Award Level 1/2 in

Performing Arts

L1/2

Specification

Qualification No: 603/7054/3 *First teaching from September 2022*

Issue 4

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

Specification

Qualification number: 603/7054/3

First teaching September 2022

Issue 4

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to schools, colleges and universities, as well as professional and vocational education to learners to help increase their skills and lifelong employability prospects. We believe that wherever learning flourishes so do people.

This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and practical skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the performing arts sector

The performing arts are a major part of the creative and cultural industries in the UK, which in 2017–2018 were growing at over five times the rate of the wider UK economy, contributing £111.7 billion a year to the economy. There were more than 9,000 enterprises in the performing arts industry in 2018, and in 2019 more than 82,000 people working in a wide range of roles from performers to designers and directors. The skills developed through the study of performing arts are integral to roles across the creative industry, including film and TV, theatre, games and advertising.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 8
Component 2: Developing Skills and Techniques in the Performing Arts B1: Application of skills and techniques in/for performance – sixth bullet 'Adapating' has been corrected to 'Adapting'.	Page 24
Section 5: *Internal Standardisation*, guidance on retention of evidence of internal standardisation activities has been clarified. *Moderation*, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 43, 44

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts Issue 3 changes

Summary of changes made between Issue 2 and Issue 3	Page number
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 41, 43
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 59

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1 Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

This Tech Award complements the learning in GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3.

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2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Exploring the Performing Arts	**36**	**1/2**	Internal
2	Developing Skills and Techniques in the Performing Arts	**36**	**1/2**	Internal
3	Responding to a Brief	**48**	**1/2**	External synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Note: The dance approach to this qualification has a separate discount code. This means that the following combinations are possible:

Performing Arts + Performing Arts (with a Dance Approach)

Performing Arts (with a Dance Approach) + Performing Arts (with a Production Approach)

It is not possible to have a combination of Performing Arts + Performing Arts (with a Production Approach).

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the performing arts sector and specialist skills such as exploring professional work, reproducing repertoire and responding to stimulus at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- the development and application of skills such as practical and interpretative, rehearsal and performance/production in acting, dance, musical theatre and/or production through workshops and classes
- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

For each component new assignments are released twice a year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

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Centres will mark the completed assignment using the descriptors in the marking grid given for the component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity over 15 working days for learners to improve evidence and resubmit for internal assessment.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that assessment series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Exploring the Performing Arts	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**
Component 2: Developing Skills and Techniques in the Performing Arts	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario.

Component 3: Responding to a Brief requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of set task	Assessment
Component 3: Responding to a Brief	Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks	**May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of Reasonable Adjustment. For information on Reasonable Adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

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All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. 'All content is mandatory; however, some mandatory content statements may include examples, denoted as 'e.g.'. Content following 'e.g.' statements shows indicative content within a topic and is not mandatory, nor is it an exhaustive list of what should or could be covered.. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country in which you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.

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Section	Explanation
Component assignment	This gives a description of the assignment for the component and how it should be delivered.
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the externally-set task. Content will be sampled through the external assessment over time.

Component 1: Exploring the Performing Arts

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Introduction

To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles.

In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.

This component will give you an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Learning outcomes

A Investigate how professional performance or production work is created

B Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Teaching content

Learning outcome A: Investigate how professional performance or production work is created

A1 Professional performance material, influences, creative outcomes and purpose

Learners will examine live and/or recorded performances in at least three different styles in order to develop their understanding of professional performing arts work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.

Learners will gain a practical appreciation of professional work by exploring existing performance material in acting, dance or musical theatre. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

- Acting styles and genres, e.g. absurd, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism, symbolism, theatre of cruelty, verbatim.
- Dance styles, e.g. European and North American styles, African styles, Asian styles, Latin American styles.
- Musical theatre styles, e.g. book musicals, chamber musicals, concept musicals, comic musicals, jukebox musicals, musical revues, operetta, rock musicals.
- Creative stylistic qualities, to include:
  - treatment of theme/issue
  - production elements
  - form/structure/narrative
  - response to stimulus
  - style/genre
  - contextual influences
  - collaboration with other professionals
  - influences by other creatives, e.g. theatre makers.
- Purpose and its influence on stylistic qualities, to include:
  - to educate
  - to inform
  - to entertain
  - to provoke
  - to challenge viewpoints
  - to raise awareness
  - to celebrate.

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A2 Roles, responsibilities and skills

Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance.

- Performance roles such as:
  - actor
  - dancer
  - singer.
- Non-performance roles such as:
  - choreographer
  - director
  - writer
  - designer.
- Responsibilities:
  - rehearsing
  - performing
  - contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing
  - refining performance material
  - managing self and others.
- Relevant skills such as:
  - physical, vocal and music skills used by performers
  - managing and directing skills used by a choreographer, artistic director, casting director or musical director
  - communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer
  - creative skills, such as designing set, costume, props, makeup, lighting or sound, writing scripts and composing songs by a playwright or songwriter
  - organisational skills used to put on a performance by a director or choreographer.

Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work

Learners may participate as a performer and/or designer in at least three styles in one or more of the following performance disciplines: acting, dance and musical theatre.

Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.

B1 Processes used in development, rehearsal and performance

- Processes, techniques and approaches used to create work, to include:
  - responding to stimulus to generate ideas for performance/design material
  - exploring and developing ideas to develop material
  - discussion with performers/designers
  - setting tasks for performers/designers
  - sharing ideas and intentions
  - teaching material to performers (if applicable)
  - developing performance material/designs and outcomes
  - organising and running rehearsals/production process
  - refining and adjusting material to make improvements
  - providing notes and/or feedback on improvements.

B2 Production process

- Processes such as:
  - rehearsal
  - production
  - technical rehearsal
  - dress rehearsal
  - performance
  - post-performance evaluation/review.

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Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of performance styles and working as a performer or designer in acting, dance and musical theatre, and how the roles and responsibilities of professionals contribute and influence them.

You may choose to deliver this component alongside Component 2. Assignments can focus on each learning outcome or you can combine them within or across components.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of two tasks.

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

The assignment will take approximately 12 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Investigate how professional performance or production work is created				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited understanding of performance informed through superficial investigation of stylistic qualities, features and influences and how they contribute to the creative intentions. • References to arbitrary examples from the professional work that relate to the theme.	• Adequate understanding of performance informed through adequate investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. • References to some relevant examples from the professional work that relate to the theme.	• Good understanding of performance informed through competent investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. • References to mostly relevant examples from the professional work that relate to the theme.	• In-depth understanding of performance informed through thorough investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. • References to pertinent examples from the professional work that relate to the theme.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Investigate how professional performance or production work is created				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the professionals' contribution to the performance through limited assessment of roles, responsibilities in line with intentions. • Limited consideration of the fundamental skills that contribute to the work.	• Adequate understanding of the professionals' contribution to the performance through partial assessment of roles, responsibilities in line with intentions. • Sufficient consideration of some of the fundamental skills that contribute to the work.	• Good understanding of the professionals' contribution to the performance through clear assessment of roles, responsibilities in line with intentions. • Good consideration of most of the fundamental skills that contribute to the work.	• In-depth understanding of the professionals' contribution to the performance through detailed assessment of roles, responsibilities in line with intentions. • In-depth and thorough consideration of the fundamental skills that contribute to the work.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the approaches taken by professionals to generate ideas for performance material. • Response shows limited consideration of examples from professional work.	• Adequate understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through sufficient consideration of partially relevant examples from professional work.	• Good understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through competent consideration of relevant examples from professional work.	• Effective understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through thorough consideration of pertinent examples from professional work.
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the processes used in the development and rehearsal of professional works. • Response shows a limited practical exploration of processes.	• Adequate understanding of the processes used in the development and rehearsal of professional works. • Response is informed through adequate practical exploration of processes.	• Good understanding of the processes used in the development and rehearsal of professional works. • Response is informed through a competent practical exploration of processes.	• Effective understanding of the processes used in the development and rehearsal of professional works. • Response is informed through an effective practical exploration of processes.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the techniques used in the performance/production process. • Response shows limited consideration of examples from professional works.	• Adequate understanding of the techniques used in the performance/production process. • Response is informed through adequate consideration of examples from professional works.	• Good understanding of the techniques used in the performance/production process. • Response is informed through competent consideration of relevant examples from professional works.	• Effective understanding of the techniques used in the performance/production process. • Response is informed through thorough consideration of pertinent examples from professional works.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to:

- a performing arts studio (preferably with sprung floor and mirrors for dance work), a sound system, rehearsal space and relevant design materials where applicable
- a range of existing performance materials as appropriate to the discipline, e.g. play scripts, DVDs/recordings of existing performances/repertoire, resource packs, music scores and libretti, choreographic/musical notation, YouTube practitioner interviews and documentaries
- a library and/or internet resources to carry out underpinning research
- video/digital recording and playback facilities to support development throughout the component and for recording of presentations
- an internet connection and digital resources
- suitable equipment to support their choices depending on their specific design roles. They will also require space(s) to carry out their roles effectively.

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Component 2: Developing Skills and Techniques in the Performing Arts

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

Introduction

Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre.

In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Throughout your development, you will review your own progress and consider how to make improvements.

Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts or production arts, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.

Learning outcomes

A Use rehearsal or production/design processes

B Apply skills and techniques in performance or realisation

C Review own development and application of performance or design skills.

Teaching content

Learning outcome A: Use rehearsal or production/design processes

A1 Rehearsal/design process

Learners will participate in rehearsal or production/design practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire. They will complete all the content appropriate for their chosen role.

- Health and safety.
- Behaviours and attitudes when working with others, such as:
  - cooperation
  - being supportive
  - listening to others
  - punctuality
  - consistency
  - commitment
  - reliability
  - being prepared
  - being respectful of others' opinions and skills.
- Interpreting existing performance material such as scripts and repertoire.
- Reviewing and recording development of skills, techniques and progress in a logbook or portfolio.
- Responding to peer feedback, absorbing and applying feedback and corrections.
- Exploring themes, ideas, styles or genres.
- Interpreting performance material and repertoire as a designer, e.g.:
  - experimenting with skills and techniques
  - testing materials, for example costume fittings, lighting states, sound effects, set pieces
  - developing props, materials, costumes, spaces and technical elements such as lighting and sound
  - visualisation, such as model boxes, maquettes, drawings, virtual spaces, floor plans
  - interpreting and realising design elements from existing performance material.
- Performer reproducing existing performance material such as scripts and repertoire, e.g.:
  - being prepared, warming up and cooling down
  - repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography
  - interpreting and developing a character/role
  - combining separate elements of a piece (score, choreography and libretto)
  - developing the relationship between musical, lyrical and spoken elements.
- Responding to direction.

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Learning outcome B: Apply skills and techniques in performance or realisation

Learners will apply interpretative skills and techniques appropriate to the selected discipline in a performance or design realisation. They will cover either the performance or design skills as appropriate to selected discipline.

B1 Application of skills and techniques in/for performance

- Performance skills needed by performers, including:
  - physical skills relevant to the performance discipline, e.g. actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight
  - vocal and musical skills relevant to the performance discipline, e.g. accent, breath control, characterisation, clarity and articulation, communicating the meaning of a song, emotional range, expression, following an accompaniment, inflection and modulation, interpreting lyrics, learning songs, musicality, pace, pitch, phrasing, projection and placing of the voice, remembering lines, rhythm, timing, tone and vocal colour, tuning, use of pause
  - other performance and interpretative skills relevant to the performance discipline, e.g. awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup and masks, interaction with and response to other performers, musicality, projection, rhythm and timing, stage presence, tuning, use of space.
- Design skills needed by designers relevant to the discipline, which will include:
  - interpreting the director's brief
  - researching
  - pitching ideas
  - developing and shaping ideas, e.g. mood boards, producing draft sketches, making changes
  - refining ideas and creating final designs appropriate to discipline, such as:
    - costume, e.g. annotated drawings showing construction methods and materials or digital recordings with voiceover commentary
    - set, e.g. scale plans, model boxes and annotated drawings or digital recordings with voiceover commentary
    - props, e.g. scale plans, 3-D models and annotated drawings or digital recordings with voiceover commentary
    - masks, e.g. models and annotated drawings or digital recordings with voiceover commentary
    - makeup, e.g. facial plan, methods and materials
    - lighting, e.g. scale lighting plans, CAD models and annotated drawings, digital recordings with voiceover commentary discussing colours used, effects used, lighting used
    - sound, e.g. sourcing soundtracks and/or sound effects, recording effects, trialling sound elements, making changes, refining ideas and creating and communicating final designs.

- Use of performance or design skills to express stylistic qualities of material.
- Application of performance/design skills appropriate to performance repertoire.
- Application of interpretative skills such as expression, character, mood and atmosphere.
- Adapting to issues or unplanned events in a performance (if applicable).
- Application of stylistic characteristics particular to the style or genre.
- Communicating meaning of repertoire through:
  - interpretation and realisation of creative intentions
  - demonstrating the appropriate style and influences
  - expressive use of voice and/or movement and/or design elements to communicate meaning to an audience.

Learning outcome C: Review own development and application of performance or design skills

Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.

The review can include recordings, annotations and/or written content.

C1 Review rehearsal/design processes

- Developing skills such as physical, vocal, musical, design and interpretative.
- Responding to feedback, e.g. director, choreographer, instructors, peers.
- Identifying strengths and areas for development.
- Actions and targets for improvement.
- Reference to professional working practices.
- Use of terminology appropriate to the discipline/style of performance.

C2 Review performance/outcomes

- Applying skills such as physical, vocal, musical, design and interpretative.
- Responding to audience feedback.
- Identifying strengths and areas for future development.
- Actions and targets for future performances.
- Reference to professional working practices.
- Use of terminology appropriate to the discipline/style of performance.

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Suggestions for delivery

Learners can meet the requirements of this component as a performer or as a designer.

Successful delivery of this component will allow learners to develop their knowledge and understanding of performance styles, roles and responsibilities in order to develop their techniques and practical and interpretative skills through the rehearsal, development and performance process. They will learn how to review their own practices to support development and progress in one or more of acting, dance and musical theatre disciplines through workshops, classes and performance and/or design.

Learners taking design are required to communicate their design intention using appropriate documentation, through a pitch or presentation. The design must be realised but not necessarily constructed/made/applied by the individual learner (for example, a learner may design a pitch for an item of set and may construct the element of set or provide instructions for others to construct the item. It is not a requirement that the learner build an entire set for assessment purposes).

You may choose to deliver this component alongside Component 1. Assignments can focus on each learning outcome or you can combine them within or across components.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1 learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire.
- In response to Task 2, learners will showcase performance or production designs for an audience.
- In response to Task 3, learners will review the development and application of skills and techniques during the process and after.

The assignment will take approximately 5-6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Use rehearsal or production/design processes				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited application of technical and performance/ design skills during the rehearsal process. • Tentative and limited approach to the preparation of skills and techniques for performance/pitch that relate to the theme.	• Adequate application of technical and performance/ design skills during the rehearsal process. • Adequate and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme.	• Competent application of technical and performance/ design skills during the rehearsal process. • Competent and mostly disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme.	• Effective application of technical and performance/ design skills during the rehearsal process. • Confident and disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Apply skills and techniques in performance or realisation				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited demonstration of technical performance/ production skills during performance/pitch.	• Adequate demonstration of technical performance/ production skills during performance/pitch.	• Competent demonstration of technical performance/ production skills during performance/pitch.	• Effective demonstration of technical performance/ production skills during performance/pitch.
Learning outcome B: Apply skills and techniques in performance or realisation				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch. • Basic and tentative application of interpretative skills during performance/pitch.	• Adequate use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch. • Adequate application of interpretative skills during performance/pitch.	• Competent use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch. • Competent application of interpretative skills during performance/pitch.	• Effective use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch. • Insightful and confident application of interpretative skills during performance/ pitch.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome C: Review own development and application of performance or design skills				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic review of the development of skills and techniques. • Tentative use of review and target setting to enable limited development.	• Adequate review of the development of skills and techniques. • Adequate use of review and target setting to enable some development.	• Appropriate review of the development of skills and techniques. • Competent use of review and target setting to enable development.	• In-depth review of the development of skills and techniques. • Effective use of review and target setting to drive forward own development.
Learning outcome C: Review own development and application of performance or design skills				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic review of the application of skills and techniques in performance or realisation. • Actions and targets to improve are limited and superficial.	• Straightforward review of the application of skills and techniques in performance or realisation. • Actions and targets to improve show some consideration and are partially relevant.	• Appropriate review of the application of skills and techniques in performance or realisation. • Actions and targets to improve are clearly considered and relevant.	• In-depth review of the application of skills and techniques in performance or realisation. • Actions and targets to improve are thoroughly considered and pertinent.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

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Resource requirements

For this component, learners must have access to:

- a performing arts studio (preferably with sprung floor and mirrors for dance work), a sound system and rehearsal space
- a range of existing performance materials as appropriate to the discipline, e.g. play scripts, DVDs/recordings of existing performances/repertoire, resource packs, music scores and libretti, choreographic/musical notation
- a library and/or internet resources to carry out underpinning research
- video or digital recording and playback facilities to support development throughout the component and for recording of presentations
- an internet connection and digital resources
- suitable equipment to support their choices depending on their specific design roles. They will also require space(s) to carry out their roles effectively.

Component 3: Responding to a Brief

Levels: 1/2
Assessment type: External Synoptic
Guided learning hours: 48

Component in brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

Introduction

Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message.

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.

This component will help you with progression to Level 2 or 3 vocational or academic qualifications. It will also enable you to develop transferable skills, such as communication and teamwork, which will help you to progress to further study.

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is 3 hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only. The first assessment is in May/June 2024.

For assessment, learners will be given a brief and stimulus to create performance material as either a performer or a designer. In groups of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Understand how to respond to a brief

AO2 Select and develop skills and techniques in response to a brief

AO3 Apply skills and techniques in a workshop performance in response to a brief

AO4 Evaluate the development process and outcome in response to a brief

Essential content

A Understand how to respond to a brief

A1 Understand how to respond to a brief through discussion and practical exploration activities

- Discussion of key requirements and parameters for the workshop performance:
  - target audience
  - performance space
  - planning and managing resources
  - running time
  - style of work.
- Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:
  - a theme: concept such as distance or key word such as discovery
  - an issue: social, health or safety issues
  - a prop: an umbrella, an apple, a dustbin
  - time and place: e.g. a beach in winter, night-time in a hospital, early morning in the park
  - existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.
- The development of ideas for the work will be informed by:
  - structure of the work
  - style and genre of the work
  - skills required
  - creative intentions.
- Working effectively as a member of the group:
  - making an individual contribution
  - responding to the contributions of others.

B Select and develop skills and techniques in response to a brief

Learners will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief.

B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief

- Skills and techniques of the individual performer, e.g. vocal, physical.
- Skills and techniques of the performers as a group, e.g. comedy, improvisation.
- Skills and techniques of the designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.
- The style and/or genre of the work being created, e.g. street dance, physical theatre.
- The influence of selected practitioners, e.g. Brecht, Fosse, Julie Taymor.
- Appropriate skills for the target audience, e.g. young children, the elderly.
- Taking part in skills development classes or workshops.
- Taking part in the rehearsal process, including individual preparation and group rehearsals.

C Apply skills and techniques in a workshop performance in response to a brief

C1 Skills and techniques

Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.

- Skills may include:
  - vocal skills
  - physical skills
  - design skills
  - interpretative skills: showing time and place, presenting a character, creating humour or emotion.
- If performing, demonstrating and sustaining in performance, the following skills:
  - energy
  - focus
  - concentration
  - commitment.
- If designing, during the presentation, demonstrating the following skills were used during the development process:
  - research skills
  - interpretative skills
  - collaborative skills (with performers/other designers)
  - ability to communicate ideas through non-verbal media, e.g. diagrams, model boxes.

C2 Working effectively with others

- Communicating effectively with other performers:
  - in preparation for performance
  - (if performing) during performance
  - (if performing) applying stage etiquette
  - following industry standards.
- Taking part in final group preparations, which may include:
  - setting up/get in
  - get out/strike
  - taking part in/contributing to a workshop performance.
- If designing, ensuring that the realised designs are appropriate for the workshop performance and performers.

C3 Communicating ideas through performance

- Taking part in/contributing towards a performance for an audience.
- Communicating ideas and intentions effectively to an audience.
- If designing: present ideas to an audience, which will include:
  - an explanation of creative intentions and processes
  - a demonstration of the final design for the workshop performance, e.g. model box, lighting grid plans and a lantern schedule.
- Designs are realised in workshop performance.

D Evaluate the development process and outcome in response to a brief

D1 Reflect on the process

- Contributing to initial ideas and exploring activities in response to:
  - the brief
  - the stimulus
  - contributions from other members of the group.
- Contributing to the development process.
- Skills and techniques:
  - selection
  - development and/or adaptation
  - application
  - individual strengths and areas for improvement
  - overall individual contribution to the group.

D2 Reflect on the outcome

- Contributing to the workshop performance outcome:
  - effectiveness of the response to the brief
  - individual strengths and areas for improvement
  - overall impact of the work of the group.

Links to other components

The table below illustrates how knowledge, understanding and skills from components across this qualification could be integrated to the delivery of this component. The skills support learners in making a synoptic response.

Component	Material from the component that learners could select and integrate in their synoptic assessment response to Component 3
Component 1: Exploring the Performing Arts	• How professional work is developed. • How themes and context are used by practitioners. • How processes are used to create performance.
Component 2: Developing Skills and Techniques in the Performing Arts	• Application of rehearsal and production process skills and techniques. • Application of performance and realisation skills and techniques. • Reviewing process and performance/realisation.

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4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of practitioners' performance styles.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example working with others in rehearsal and performance, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments.

These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within each assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

For each component, new Pearson-set Assignments are released twice a year through the secure area of our website. Release dates will vary by sector; please refer to individual components for the annual release date of the assignments. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; you must ensure that you are using the current series' assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to give learners a guide that explains how these assignments are used for assessment, how they relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

All Pearson-set Assignments must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for individual components for any supervision requirements specific to each assignment.

Sample Pearson-set Assignments for internal components

Each non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignments and will give you a good indication of how the assessments will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment; however, the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit' approach to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There are two annual moderation windows, December/January and May/June; the first moderation window for this qualification is December/January 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadlines. More details are provided in the *Administrative Support Guide*.

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6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment includes a preparatory period and the task is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessment for this qualification is available in May/June from 2024 onwards.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **medium control**
  this is the completion of assessment, usually over a longer period of time, which may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 3 in their final series, i.e. the one in which a final award is claimed. If resitting, any prior attempts of Component 3 will not be used towards the learner's qualification grade, even if the result from the earlier attempt is higher.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one series will receive the same uniform mark as a learner achieving that same component grade the following series, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Components 1 and 2

Component grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for internal and external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable Adjustments for assessment

A Reasonable Adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special Consideration

Special Consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate Special Consideration in line with our policy (see previous paragraph). You can provide Special Consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for Special Consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what types of arrangements are in place for them.

Granting Reasonable Adjustments

For external assessment, a Reasonable Adjustment is one that we agree to make for an individual learner. A Reasonable Adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special Consideration requests

Special Consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give Special Consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component/unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- student textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed components and can be downloaded from the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Cohesive	All elements are thoughtfully linked to form a unified outcome/response.
Communicate	Make known, transfer information, convey ideas to others.
Compare/ Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge, or skill to do something successfully.

Term	Definition
Complete	Include the required information.
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/ argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration that includes relevant and accurate features, elements or facts with examples, reasons and attention to particulars, having additional facts or information beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.

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Term	Definition
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.
Inaccurate	Work produced incompetently, unfit for purpose with errors.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/ context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/ examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/ context but with some limitations.
Suitable	Appropriate for a particular purpose.

Term	Definition
Summarise	Gather together all the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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